Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Spring Independent School District	101919	Spring ISD Middle Schools-Bailey MS -048, Bammel MS – 046 Claughton MS-047 Dueitt MS – 044 Roberson MS-050 Twin Creeks MS-045 and Wells MS-043	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1-74-6002339	4	TX-018	0607166850000

Mailing address	City	State	ZIP Code
16717 Ella Blvd.	Houston	TX	77090-4213

Primary Contact

First name	M.I.	Last name	Title
Karla		Koop	Instructional Technology Specialist
Telephone #		Email address	FAX #
281-891-6221		KarlaK@springisd.org	281-891-6176

Secondary Contact

First name	M.I.	Last name	Title
Mary		Jones	Instructional Technology Specialist
Telephone #		Email address	FAX #
281-891-6219		maryj@springisd.org	281-891-6176

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Phillip		Ellison	Asst. Supt. for Business &

Texas Education Agency

Telephone #
281-891-6470

Email address
PELLISON@springisd.org

FAX #
281-891-6466

Signature (blue ink preferred)

Date signed

5/12/14

701-14-107-157

Only the legally responsible party may sign this application.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-14-107; SAS #184-15
2014-2016 Technology Lending Program Grant
Page 2 of 34

	Schedule #1—General Information (cont.)		

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☐	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Spring ISD believes in extending student learning beyond simply giving technology to students. An impact occurs only when technology empowers educators to help more students achieve their full potential and build learning capacity.

Personalized digital learning means that technology should be integral with learning and not an add on to learning. With this mission in mind and the new emphasis on making sure our students have 21ˢᵗ century learning opportunities and College and Career Readiness Skills, the need for our district to be able to provide our students access to technology devices is crucial.

Due to the many requests for IMA funding from schools for technology equipment, a task force was appointed to determine the overall needs for technology across the district. From the data they identified the following needs for the next 3-7 years:

- Establish and implement a system for repair, loan and replacement of school owned devices
- Create a model of tech integration for Spring classrooms that supports student achievement
- Communicate criteria for elementary/middle/high technology instruction and classroom accessibility
- Develop flexible learning environments that include familiar technology resources for students
- Provide high-end tech resources in the district for specialized learning initiatives
- Expand Computer Liaison Teacher program to include repair/support by students on secondary campuses
- Continue growth in the number and variety of tools available to students in the classroom

The Spring ISD Textbook Committee has recommended the purchase of digital resources for the 2014 State math and science adoptions. This increases the demand for student access to more technology devices at school and at home. Spring ISD is comprised of three comprehensive high schools with two additional schools of choice, six comprehensive middle schools with one additional school of choice, and twenty-five elementary schools. Our proposal is written to address the technology needs of our middle schools as we have identified this level as having the greatest need. We hope to also improve results on our 8th Grade Technology Assessment The 2012-2013 results from this assessment revealed that 46% of all students who completed the assessment (1719) were at a proficient level of knowledge, 34% of the students were at basic level and 19% were below basic. Only 1% (22 students district-wide) scored at an advanced level. Of the six technology strands identified in this assessment, Spring ISD students scored lowest in the following three areas:

- Research and Information Fluency
- Critical Thinking, Problem Solving and Decision Making
- Digital Citizenship

The low scores on this assessment can be partially attributed to the students' lack of access to technology in the home environment. Data from the 2011-2012 AEIS Report shows our district's overall economically disadvantaged percentage was 72.7%. The middle school economically disadvantaged rates were as follows: Bailey Middle School - 73.7%, Bammel Middle School - 83.2%, Claughton Middle School - 82.7%, Dueitt Middle School - 69.5%, Roberson Middle School - 65.7%, Twin Creeks Middle School - 53.1%, and Wells Middle School - 82.2%. With limited financial resources available to the families of our students, it is easy to understand that access to technology devices and high speed Internet at home is challenging. The Texas Lending Grant would allow Spring ISD to provide devices that may be checked out, much like a library book, for the first time in our history.

The STaR Chart ratings for each of the middle school campuses on "Progress of Teaching and Learning" and in "Educator Preparation and Development"all met the Developing Tech to Advanced Tech levels. Teachers have been introduced within the last three years to many new ideas and concepts involving technology, particularly with the district transition to Google Apps for Education. Educator preparation has included online courses which has had the residual effect of familiarizing teachers with personalized learning through a technology tool.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

With the funding from the Technology Lending Program, Spring ISD is proposing to create a technology lending program at each middle school. With the purchase of technology devices and ten Internet access hotspot devices for each of our seven middle schools, students will be able to participate in extended learning opportunities at home via a check-out system through the schools' Media Centers. The Technology Lending Program will be made available to approximately 8,200 (all SISD middle school) students on an as needed, first come--first serve basis. Due to the limited number of devices that can be checked out by students at the schools, the check-out of the device(s) will be for an authorized assignment specific basis that has been approved by the student's teacher, and will be for a specified amount of time, so that students who need access to devices will have the opportunity to utilize the program. Prior to a student's checking out a device for either school or at home usage, the student and his/her parent or guardian would be required to sign the appropriate Internet Safety Policy and Technology Responsible Use Guidelines forms, and The Technology Lending Agreement. The student would also have to demonstrate grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. For students who are having difficulty in demonstrating grade level master of the Digital Citizenship strand, remedial interventions will be provided to students by school staff during specified intervention times or during before or after school tutorial sessions.
With the adoption of digital resources for science and math at the middle school level, links to the needed resources and other applications that students will need to complete activities that are assigned by the classroom teachers will be made available through the student portal. Training and/or staff development on use of the devices and/or applications will be provided to the teachers from the digital media vendors and the Instructional Technology Specialists.

Equipment purchased through the funding of this grant will be inventoried by the Technology Department prior to delivery to the school sites. The Media Specialist at the school site will be provided a copy of the inventory of the equipment and will be required barcode and facilitate check out/in of the devices made available for home use. Other devices designated for classroom use will be managed and maintained by the grade level team leaders. The inventory and condition of the equipment will be reported to the Technology Department at the end of the school year. School district policy and procedures will be followed for repairs and/or replacement of equipment.

Records will be kept by the Media Specialists at each site on the usage of the devices indicating the date of check out and return, the device id number, the student's id, and the condition of equipment at check-out and return. The data collected from these reports will be reviewed at the end of each six-week's grading period. The reports will be compared across the district to assist in determining success of the lending program. If it is determined that usage is not to the expected level on a campus, equipment can be reallocated from one site to another site that demonstrates a greater need.
At the end of each six week, data will be gathered on the lending program process and the program's impact on student's academic success. This information, along with the check-out data that is provided by the Media Specialists and data obtained from the Eighth Grade End-of-the-Year On-line Technology Assessment will be used to assess strengths and weaknesses of the lending program, and to make revisions to the program as needed.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32

Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$0	$0	$0	
Schedule #9	Supplies and Materials (6300)	6300	$99,856	$0	$99,856	
Schedule #10	Other Operating Costs (6400)	6400	$0	$0	$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$0	$0	$0	
	Total direct costs:		$99,856	$0	$99,856	
	Percentage% indirect costs (see note):		N/A	$0	$0	
	Grand total of budgeted costs (add all entries in each column):		**$99,856**	**$0**	**$99,856**	

Administrative Cost Calculation

Enter the total grant amount requested:	$99,856
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,978

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 101919	Amendment number (for amendments only):

Expense Item Description

		Grant Amount Budgeted
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Print shop fees ☐ Technology-related supplies ☐ Postage ☐ Other: ☐ Copy paper ☐ Other:	$

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6399	1	Tablets	Access digital curriculum	349	$199.00	$99,856
	2	Tablet case	Protection for device	349	$15.00	
	3	Chrome Management Console	District management for Google Play for Education	349	$30.00	
	4	Mobile Internet Service	Check out for home access	70	$120.00	
	5	Mobile HotSpot Admin fee	Hardware device	70	$90.00	
6399	Technology software—Not capitalized					$0
6399	Supplies and materials associated with advisory council or committee					$0
	Subtotal supplies and materials requiring specific approval:					$0
	Remaining 6300—Supplies and materials that do not require specific approval:					$0
	Grand total:					$99,856

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			8048	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	3322	N/A	Attendance rate	95.6%
Hispanic	3510	N/A	Annual dropout rate (Gr 9-12)	3.1%**
White	809	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	255	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	6101	76%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	990	12.3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	433*	1.1%*	Average ACT score (number value, not a percentage)	N/A

Comments

*Disciplinary placements is district total from the 2012-2013 AEIS Report
**Annual dropout rate from 2012-2013 AEIS

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school															
Public institution									2,850	2,650	2,780					8,280
Private nonprofit															
Private for-profit															
TOTAL:									2,850	2,650	2,780					8,280

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Spring ISD Instructional Materials and Technology Committee (IMAT) consists of representatives who are responsible for maintaining technology equipment for the district, providing safe and consistent access to our district network and Internet services, curriculum and instructional staff who are familiar with the programs and software utilized for instructional purposes, campus administration and teaching staff, and the finance department. This committee serves as the filter for the approval of technology purchases of equipment and digital content for the district, making sure the requests are compatible with the district Long Term Plan, infrastructure, and current needs for which they are being requested.

The IMAT Committee is also responsible for the creation of the Technology Plan for the district, making sure that the Technology Plan is aligned with the district's mission and goals.

In assessing the needs for technology in the district, the Spring ISD Technology Department conducted an itemized inventory of technological devices, assessed the quality and strength of the infrastructure for each campus, and met with the leadership teams on the campus to determine the instructional needs for technology.

From this review the committee compiled a spreadsheet identifying the types of devices, the age of the devices, how they were being utilized by the campus, and their state of repair. Based upon these findings, they prioritized the instructional needs for technology for the overall district and assessed the cost of addressing the current needs. The result of this self assessment shows that the middle schools across the district have the highest need for technology devices to meet the instructional needs of students. This data, along with the data from the 8th Grade Technology Assessment, the upcoming purchase of digital resources for the math and science adoptions, the high percentages of economically disadvantaged students, and the amount of funding that is available from this grant, led to the decision to direct this project to our middle school science and math programs and students.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Lack of student device access in classrooms for implementation of digital content textbook adoption resources.	By providing even a limited number of tablets per campus for use in the science and math classrooms, teachers will be able to utilize valuable interactive activities and student online response activities to increase engagement and improve learning outcomes.
2.	Improved performance of students noted by higher grades received for work produced as a result of instruction.	Increased student engagement should be accomplished by utilizing devices along with current digital content and content delivery methods which both stimulate problem solving and understanding through personalization.
3.	High percentage of economically disadvantaged students lacking home access to Internet and technology devices.	Students with the greatest need will be able to access all of the resources necessary to meet course expectations.
4.	Improved performance on the 8th Grade Technology Assessment	Students exposed to integrated technology on a frequent basis and as a support for effective instruction will increase performance on the assessment of skills associated with the TA TEKS.
5.	Improvement of device access at district middle schools.	The addition of these devices will be a major contribution to our district vision to provide a rich learning environment with opportunity to personalize learning through access to technology tools and programs. It will be a seamless extension to our growing integration of Chromebooks already being utilized to a large extent on our elementary campuses for various enrichment programs.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

Schedule #14—Management Plan

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Instructional Technology Specialist	Bachelors Degree in Education and Valid Teacher Certification; Knowledge of curriculum and instruction • Experience using technology to improve teaching and learning • Must have experience using online learning platforms (ex. Moodle, Eduphoria, iStation, Google Apps, SMART, eInstruction) in teaching and collaboration • Excellent knowledge of computer applications (multi-platform preferred) • Knowledge of technology TEKS, district curriculum, expectations, and national standards • Knowledge of effective design and presentation strategies for staff development • Ability to plan, and present staff development • Ability to assess teaching effectiveness • Excellent organization, communication, and interpersonal skills • Ability to see the "big" picture and understand the role of the Instructional Technology Specialist • Ability to motivate teachers in the use of technology • Understanding of what is required to use technology effectively • Ability to manage several groups and projects simultaneously • Strong decision maker • Ability to maintain emotional control under stress • Irreproachable integrity • Collaborative leadership style • Ability to work with diverse populations • Promote a positive, caring climate for learning <u>Experience:</u> • Three years exceptional performance as a classroom teacher. • Must have experience using online learning platforms (ex. Moodle, Eduphoria, iStation, Google Apps, SMART, eInstruction) in teaching and collaboration
2.	Middle School Librarian/Media Center Specialist	Bachelors Degree in Education and Valid Teacher Certification; Knowledge of curriculum and instruction Maintains the media center and equipment. a. Oversees care, upkeep and distribution of all audio visual equipment and material. b. Instructs faculty and students in use of media center and materials. c. Maintains automated circulation and catalog system.
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone		Begin Activity	End Activity
1.	Confirm plan and present to IMAT for	1.	Presentation	0610/2014/	06/10/2014
		2.	Order Devices and covers	08/01/2014	08/31/2014
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX

Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Monitoring for the attainment of goals and objectives is done at various levels, beginning with the grade level teachers reviewing their classroom data which is usually done during their weekly planning sessions in order to design the lessons for the following week, and during their monthly PLCs to do more long range planning based on various forms of data (attendance, discipline, weekly assignments, campus based assessments, and district based assessments).

The administrative teams at the school levels review the data from the various grade levels and the school as a whole, that they gather through classroom observations, assessment data, and school-wide attendance and discipline. From this they plan their coaching and interventions.

The district support teams conduct Teachscape walk throughs to gather snapshot data from various teachers at the various schools, which they provide as feedback to the school administrative teams. The results are also discussed with central office staff who use the data to provide campus support. The district also provides district formative assessments which provide overviews of instruction across the district.

As needs arise, they are discussed at the various levels and plans for improvement are devised. Data is reviewed at all levels at the end of each grading period to assess needs and design plans for the next period.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This initiative will be new for our district, since we have not had the resources to provide students technology to utilize at home on a check out basis. Since it will be a new initiative, it will be closely monitored by both school level and district level personnel, to assess strengths and weaknesses and to make changes as needed. The responsibilities of management of the program will be added to the job descriptions of the Media Center personnel at the school level and as a responsibility of the district office Technology Instructional Specialists who will be overseeing the program.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

Schedule #15—Project Evaluation

County-district number or vendor ID: 101919	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Tracking of devices through check out	1.	Devices made available for check out are checked out 99% of the time
		2.	Successful return of devices in good condition
		3.	Devices returned in a timely manner
2.	Tracking of digital textbook login by students	1.	Meet or exceed 80% of all students with access
		2.	
		3.	
3.	Tracking of Internet access service check out for home use	1.	Devices made available for check out are checked out 99% of the time
		2.	Usage report from service provider matching data usage agreement at or near 100%
		3.	
4.	Data from 8th Grade Student Technology Applications TEKS Assessment	1.	Improved scores in target areas of : Research and Information Fluency; Critical Thinking; Problem Solving and Decision Making; and Digital Citizenship
		2.	
		3.	
5.	Data from Assessment	1.	Grades from the 6th Six Weeks show an improvement from Baseline Grades from 1st Six Weeks
		2.	Improvement on number of questions passed from 2015 STAAR to 2016 STAAR
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Evaluations will be made utilizing data collected from the systems provided by programs to be used such as Destiny, Stoneware (we receive Portal stats each month on programs accessed through the portal), digital content program reports and eSchool, our student information system. All data will be collected and maintained for periodic evaluation and analysis of the progress being made as a result of the project. The 8th Grade Tech Assessment will provide additional data toward the end of the year to address improvement in the areas of the TA Techs that may have occurred as a result of the project as well.

Problems with delivery of the project will be identified through direct communication between implementing teachers and content area directors, as well as instructional technology staff. Data collected from classroom walkthroughs will also be a resource for gauging potential problems that may need to be addressed. Expectations for use will be clearly communicated at the beginning of the project with the goal to modify the original assignment of devices to best serve all students at the middle school level in Spring ISD.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Texas Education Agency

Schedule #16—Responses to Statutory Requirements

	Amendment # (for amendments only):

County-district number or vendor ID: 101919

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funds will be used to purchase tablets designated for access to digital resources by students both at school and at home.

Campuses will apply to receive low cost Internet access for home use by students, and these funds will also pay for the administration fees and monthly charges for the devices.

Individual schools will be allotted tablets and cases proportional to enrollment. Each school will determine quantity of devices available for home checkout.

Using the current media center checkout process through Destiny, campuses will facilitate and monitor checkout and track usage.

These devices will be used to access a variety of digital content:
- digital textbooks and resources
- district curriculum resource delivered via LMS
- Google Play for education apps and books
- GAFE collaboration tools

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
	By TEA staff person:
Via telephone/fax/email (circle as appropriate)	

Page 27 of 37

RFA #701-14-107; SAS #184-15
2014-2016 Technology Lending Program Grant

Texas Education Agency

Schedule #16—Responses to Statutory Requirements

	Amendment # (for amendments only):

County-district number or vendor ID: 101919

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not Applicable

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
	By TEA staff person:
Via telephone/fax/email (circle as appropriate)	

Schedule #17—Responses to TEA Program Requirements

| County-district number or vendor ID: 101919 | Amendment # (for amendments only): |

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project meets the objectives of the district strategic plan, specifically Goal 1, Objective 2: Develop, model and implement instructional technology integration strategies and utilize Web 2.0 tools to assist teachers and students in meeting or exceeding 21st Century literacy, State and National performance standards by utilizing technology appropriately during instruction resulting in digital learning becoming a natural part of the knowledge acquisition process.

While students are believed to be digital natives, our data indicates a lack of true digital literacy. For this reason, our proposal includes classroom instruction with devices to train and prepare students to take home identical tools for learning.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101919	Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Middle schools were selected for this project since they represent a manageable subset of our student population, where the number of devices acquired will significantly improve the delivery of digital resources and improve learning outcomes.

All middle schools serve a student population of at least 50% economically disadvantaged households. For this reason, all middle schools are included in the project.

Our effort to provide Internet access to homes will be limited by the constraints of the program of 10 devices per school. We will continue to explore additional options for subsidized home Internet access.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919	Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Current curriculum for middle school math and science utilizes Discovery TechBook and Adaptive Curriculum. As we transition to our new adoption of digital resources, the technology lending program will expand student access to personal learning tools that are part of the new adoption. In addition to the adopted curriculum materials, tablets may be loaded with various educational apps through the Google Play for Education store. Students will also be able to access their GAFE tools via the my.springisd.org student portal for 24/7 availability.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101919	Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, sixth grade uses Discovery TechBook as a science resource. Due to limited availability of student devices, most often teachers show video resources to students in a whole group setting. Personalized learning is minimized. Seventh and eighth grade students use Adaptive Curriculum as a science resource, with some campuses also using it for math.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

	Amendment # (for amendments only):

County-district number or vendor ID: 101919

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Instructional Technology will provide professional development to teachers who serve as team leaders. Training will include device management, acquisition of apps from the Google Play store, best practices for integrating technology devices in the classroom, checkout procedures and basic troubleshooting.

Digital content training will be provided by the digital content provider and will be managed by the office of Curriculum Design.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has a wireless infrastructure deployed at all schools and district facilities. Filtered Internet access is available to students in classrooms and in common areas.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

RFA #701-14-107; SAS #184-15
2014-2016 Technology Lending Program Grant

Texas Education Agency

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101919	Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Home Internet service will be provided through checkout of a wireless hotspot device. Students are limited to a 24 hour checkout period for both wireless hotspot and tablet devices.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support will be provided by the district Technology Department staff. Repairs beyond the device warranty period and normal wear and tear will be funded through the department repair budget. Vandalism of devices, theft or loss will result in disciplinary action and consequences as determined by campus administration.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 101919	Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Spring ISD Instructional Technology Specialists in the Office of Curriculum Design will facilitate and manage the project with the assistance of campus leadership and curriculum directors for math and science.   Students will be able to check out devices for home use from the campus media center, using standard media center checkout processes.

Campuses will determine the number of devices available for checkout with a minimum of ten per school.

Schedule #17—Responses to TEA Program Requirements (cont.)	
For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

County-district number or vendor ID: 101919	Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The low cost of each device makes self-insurance more cost effective than a third party plan. Every six weeks, district and school personnel will monitor Internet filter reports, checkout reports, and portal access activity for digital content.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All students and parents must sign and return acknowledgement of our district Technology Responsible Use Guidelines. Students will be expected to abide by these guidelines when checking out tablets or internet access devices for home use just as they would while at school. Schools will be expected to enforce these policies through their discipline management plan and through digital citizenship instruction. Schools must deliver and document CIPA compliance annually prior to device checkout.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person: